

**English Language Arts
Grade 7
Fall 2005**

**Response to the
Paired Reading Selections
Released Item # 22
Scoring Guide**



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

- 22** Some people believe that to be successful, we should know exactly what we want to do in life at a very early age. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "Conductor on the Underground Railroad" and "Hisako, The Girl Who Would Be Beautiful." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE
RESPONSE TO THE PAIRED READING SELECTIONS**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

Michigan Educational Assessment Program Rubric for the Response to the Paired Reading Selections Grades 3–8

Here is an explanation of what scorers think about as they score this writing:

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Retells or references the reading selections with no connection to the scenario question or theme

E – Responds to the scenario question with no reference to either of the reading selections

Anchor Paper 1—Score Point D

The little girl asked if she can sign up for singing lessons. She saw a homeless guy and gave it to him. In the other story there was a young boy working on the railroad to help his dad.

I think we should help out sick, homeless people. Not to help someone when your dad hides the prisoners in the rail road I think that's not helping. It's just making life harder. I think we should treat other people the same.

Hisaka is a girl who helps the sick and homeless people on the street. She gave her money up to them instead of using on what she wanted.

Anchor Paper 1—Score Point D

Condition Code: Retells the reading selections with no connection to the question.

Anchor Paper 2—Score Point E

I disagree, You should be able to change your mind. Being able to speak what you want about your career is totally up to you. It's called freedom of speech. Just yesterday, I wanted to be a dentist as a career. Today, I wanted to be a Marine Worker and a zookeeper. You would need these skills to be a dentist: Work Long hours, and able to work with different types of people. In order to be a Marine worker you would need these schooling courses: Anatomy, physics, Language Arts, and Biological sciences. A zookeeper, you would need these skills: Ability to work with animals, handle animals with care, be kind, and have patience. The skills to do better, the confidence to do better in everything else.

Anchor Paper 2—Score Point E

Condition Code: Responds to the question with no reference to either of the reading selections.

Anchor Paper 3—Score Point 1

I agree because your never to young to decide what you what to be. Once you have a dream of what you want to become it all starts there and you work hard and visionall your goal.

Like in the story Hisako, The girl who would be beautiful. Hisako, wanted to be beautiful so she stuck with that goal and acheived that goal. Yes, I would agree with that quiestion.

Anchor Paper 3—Score Point 1

This student takes a position (*I agree because your never to young to decide what you want to be*) but makes only minimal use of ideas from one reading selection, "Hisako."

Anchor Paper 4—Score Point 1

I Agree And Disagree I Agree because you should know exactly what you want to be successful. like in Hisako she knew what she wanted And she became successful so did Allen.

But I disagree because you shouldn't know exactly at such an early age. you should find out while you still have time to grow up.

I Mostly disagree Sometime you don't exactly know what you want And you become successful. Hisako And Allen both sometimes didn't know what they wanted And they did sometimes know And they became successful.

Anchor Paper 4—Score Point 1

This student attempts to support an unclear position with minimal use of ideas from both reading selections (*I Agree and Disagree I Agree because you should know exactly what you want to be successful. . . But I disagree because you shouldn't know exactly at such an early age. . . I mostly disagree sometime you don't exactly know what you want And you become successful*). While it is acceptable to take both sides of the question, this student's attempt is unclear and the support lacks details (*Hisako And Allen both sometimes didn't know what they wanted And they did sometimes know And they became successful*).

Anchor Paper 5—Score Point 1

I disagree, at a early age some
of us don't know what we want
like Hiss Ro she had to take time to
find out what she wanted and Allen,
he had to think quick to save a life.

Anchor Paper 5—Score Point 1

This student takes a position (*I disagree at a early age some of us don't know what we want*). While there is a reference to both passages, there are no details; the ideas are not developed and are unclear.

Anchor Paper 6—Score Point 2

I disagree. I don't believe you need to know exactly what you want to do in life at an early age, because you don't know much about anything when you are little. Allen wanted to be a conductor on the Underground Railroad, but he ended up being a minister and a teacher. Hisako wanted her apperance to be beautiful, but she ended up being beautiful on the inside. At an early age you don't know where life is going to take you. So, why would you need to worry about the future when you still have about ten years to decide?

Anchor Paper 6—Score Point 2

This student takes a clear position (*I disagree. I don't believe you need to know . . . because you don't know much about anything when you are little*). However, there is only minimal use of ideas from both passages, and the position is underdeveloped.

Anchor Paper 7—Score Point 2

I disagree with the opinion "To be successful, you should know exactly what you're going to do at a very early age." A lot of people don't know what they are going to be at a young age, but they turn out successful in the end. I know many people probably disagree with me. They probably think that if you don't know what you're going to do, you won't be as successful as you could be, but then again I don't agree with them either.

For example, in the story Conductor on the Underground Railroad, Allen, didn't know what he wanted to be, but he still turned out successful. Allen's 1st job was with the underground railroad, and then he became a teacher, minister, and a well-known speaker. He didn't expect to become one of those because he didn't know what he wanted to be.

Another reason I disagree because you don't have to know exactly what you're going to do at a young age just to be successful. I mean, you can still be successful and not know what you're going to do at an early age.

I'm sure there are probably many people out there that didn't know what they were going to do until after college, and they still became successful. If you thought about all the successful people out

there today, I'm almost positive you find many of them that didn't know what they were going to be when they were younger. Those are some of my thoughts on why I disagree about having to know exactly what you're going to do at an early age in order to be successful.

Anchor Paper 7—Score Point 2

This student takes a clear position (*I disagree with the opinion . . . A lot of people don't know what they are going to be at a young age, but they turn out successful in the end*). However, there is partial use of ideas from only one of the passages, "Underground Railroad."

Anchor Paper 8—Score Point 2

I agree for people to be successful in life you need to make plans early in life. If you don't, you won't know what you will want to do. And, when the time comes you are not going to know so your life is delayed on what you want to do. And, if you take a long time thinking about it. How are you going to get money for food, clothes, and necessities.

In both stories, they did good deeds in life. But, they didn't plan that they would be a giving person, (Hisako) and Allen a conductor, minister, teacher, and a well-known speaker. For them to become a giving person and a conductor was basically planned for them. They had an idea of it but they weren't sure. They just wanted to be caring and a helpful person.

I think that young people to be successful in life they should make, early plans for life. If it doesn't work out then change it. But you shouldn't take a lot of time to change it. This is why I agree with this statement.

Anchor Paper 8—Score Point 2

This student takes a clear position (*I agree for people to be successful in life you need to make plans early in life. If you don't, you won't know what you will want to do*). The response includes a connection (*In both stories, they did good deeds in life*). However, the student's attempted use of ideas from the passages is inconsistent with the stated position.

Anchor Paper 9—Score Point 3

I disagree that people should know exactly what they want to be at a very young age. because as they get older what they want will be something different. I think you should just be a kid untill it's time to grow-up. Kids don't need to know what they want because it will change later on in life.

In the reading selection called Hisako, The girl who would be beautiful Hisako wanted to be beautiful like her sister and mother. She tried everything then one day she forgot about being beautiful and went on being a kid. As she realized that she helped people and that she was beautiful to them she stoped wondering about herself being beautiful and went on with life.

In another reading selection called Conductor on the Underground Railroad is about a boy who was a conductor for and Underground Railroad. He was a conductor at a young age but as he got older he got a different job as a minester, a teacher, and a speaker. When he was younger he didn't know he was going to be a minester or a teacher. he didn't know what he was going to be?

So that is why I disagree with the
Question. I don't know what I'm going to be in
20 or 30 years you wait and see where
the wind blows you. Enjoy life while you can.

Anchor Paper 9—Score Point 3

This response includes a clear position (*I disagree . . . because as they get older what they want will be something different*). While there is partially successful use of ideas from both passages, no connection is made.

Anchor Paper 10—Score Point 3

I disagree with the statement, because as you grow older different things happen to you. That will change what you want to do in life. Like Hisako she wanted to be a beautiful girl like her sister and mother. So she wanted to try different things to make her beautiful.

But on her way to try them different things happened then what she expected. So she did what she thought meant the most and helped all the people that needed help. Then soon later people started asking her for things. Like Food, money, and to watch their kids. So after a while people started talking about her and how beautiful she was.

She couldn't believe it tho, Just then a little girl ran up to her and said "I want to be as beautiful as you one day." So Hisako ran home and looked in a mirror and saw the same girl. She was the same girl tho, But only on the outside. Because on the inside she is now a loving, caring, Beautiful Girl.

Thats why I disagree because you can't just go for one goal in life. You have to take what comes ahead of you.

Anchor Paper 10—Score Point 3

This response includes a clear position (*I disagree . . . because as you grow older different things happen to you. That will change what you want to do in life*). There is more than adequate use of ideas to support the position but only from one passage, "Hisako." No mention is made of the second text, "Underground Railroad," and no connection is made.

Anchor Paper 11—Score Point 3

I think that you can be successful even if you don't know what you want to be when you get older. If you want to be successful than you can be even if you don't know what you want to be successful in.

Like in the story conductor on the Underground Railroad, Allen does not know what he wants to be, and then he becomes a Underground Railroad conductor and takes all the runaway slaves to a safer place were they can be free. So he did not know what he wanted to be but he was successful.

In the story Hisako, The girl who would be beautiful. the girl Hisako wanted to be like her very beautiful Mom, and Sister. She thinks shes ugly. So she tries to do things to make her beautiful. Insted OF becoming beautiful she gives the money to someone who needs it more than her. Than everyone started to call her a beautiful girl so she Realised that you don't have to be beautiful to have people think you are. So she did not

Know what she was going to do
and she was successful anyway.

In conclusion both of the story's
were about being success. With out knowing
what you want to be. Thats why I think
you dont have to know what you want to be
when you are young. to be successfull!

Anchor Paper 11—Score Point 3

This response includes a clear position (*I think that you can be successful even if you don't know what you want to be when you get older*). This idea is supported with examples from both passages and, although a connection is attempted, basically it restates the prompt (*In conclusion both of the story's were about being success with out knowing what you want to be*).

Anchor Paper 12—Score Point 4

I disagree that to be successful, we should know exactly what we want to do in life at a very early age. The reason why I think this is because in my life i've succeeded in many things. My grades have been a success. Also my soccer team. Right now I don't know what I want to do in life, but I'm still successful. I don't know what college I'm going to attend, or what career path I'm going to follow.

In the story "Hisako, The Girl Who Would be Beautiful", Hisako succeeded in her goal to be beautiful. Hisako didn't know what she had to do to be as beautiful as her mother and sister. In the end she figured it out. In the story conclusion of the Underground Railroad, the main character, Allen Jay, had been a success. He started as any other boy, fishing. soon he became a conductor of the underground railroad. After many years he became a minister, teacher, and well-known speaker.

Both Hisako and Allen helped people. By helping others they became successful and found out what to do in life and what they wanted.

Anchor Paper 12—Score Point 4

The student takes a position (*I disagree that to be successful, we should know exactly what we want to do in life at a very early age*) and develops it with adequate use of ideas from each passage (*Hisako succeeded in her goal . . . Hisako didn't know what she had to do to be as beautiful as her mother and sister. In the end she figured it out. . . . Allen Jay . . . started as any other boy, fishing, soon he became a conductor of the underground railroad. After many years he became a minister, teacher, and well-known speaker*). In addition, the student makes a clear connection (*Both Hisako and Allen helped people*).

Anchor Paper 13—Score Point 4

I do not agree with this question because you may want to do something when you are younger but your decision may change when you get older.

In the story called, Hisako, The Girl Who Would Be Beautiful, Hisako wanted to be beautiful like her mother and older sister. Later in the story, she realized that being beautiful on the outside doesn't really matter. People loved her for being beautiful on the inside. When a woman said who is that beautiful girl, they weren't looking at her outside appearance, they were looking at the beauty that was inside her.

Hisako changed her mind about wanting to be beautiful on the outside, she thought that being beautiful on the inside was better.

In the story called The Conductor on the Underground Railroad, Allen and his family were Quakers. Quakers were people that were kind to slaves

and risked their own life for another person.

Allen saved a man from being captured by the authorities and that man found a safe place to live. Allen was probably going to be a conductor on the Underground Railroad but he changed his mind, and now he is a minister, teacher, and a well known speaker.

Hisako and Allen both have a disability. Hisako was not as beautiful as her mother and sister on the outside, and Allen couldn't talk very well because he had a hole on the roof of his mouth, but they changed their minds on what they wanted to be before and realized that changing their minds was better for their future. So changing your mind is good because what you want now you may not want later.

Anchor Paper 13—Score Point 4

The student states a clear position (*I do not agree with this question because you may want to do something when you are younger but your decision may change when you get older*). This idea is supported with details and examples from both passages (*Hisako changed her mind about wanting to be beautiful on the outside, she thought that being beautiful on the inside was better. . . . Allen was probably going to be a conductor on the Underground Railroad but he changed his mind, and now he is a minister, teacher, and a well known speaker*). The student makes a weak connection (*Hisako and Allen both have a disability. Hisako was not as beautiful as her mother and sister on the outside, and Allen couldn't talk very well because he had a hole on the roof of his mouth . . .*).

Anchor Paper 14—Score Point 5

Response to the Reading Selections

Write your final response here.

Success

To be successful when you grow up, you must be prepared. I disagree on the fact that in order to be successful in the future, you must know at an early age what you want to do. Yes, knowing what you want to do may make things easier, but there are so many choices and you don't have to decide right away. I have a few ideas of what I want to be, but that may change.

Children go through changes, and along with it their goals and opinions. One minute you may want to be a doctor, and the next minute a lawyer. I am 13 and in the 5th grade, and I have 5 years to decide exactly what I want to be. I have plenty of time to decide.

Take the story about Hisako. Her mother and sister were beautiful, and she was ordinary. She thought if she became a dancer, singer or played an instrument then maybe she'd be beautiful. She gave her money for all that stuff to people who needed it. One day she became beautiful, and it was because of her good deeds.


Take the other story about Allen. He and his family were quakers, and they were slave conductors. He was going fishing and heard that

a slave needed help. The police were looking for him and didn't believe his father when they said they hadn't seen him. They told them they had a search warrant and would be back the next day to search the house and property. When Allen heard he took the slave to his grandfather's house. They later found out he was a free slave and made it to Canada. Allen was considered a conductor.

As you can see both these stories have things in common. Hisako and Allen both changed their minds for what they want to do. Hisako used her money for better good, and Allen helped a slave instead of going fishing. They both did good deeds, and both got rewarded for it.

Not everyone will know what they want to be at a young age. There are so many choices and how can one decide on just one thing. Young people still have their whole lives ahead to decide what they want to do. Their minds will always be changing and their choices.

That's why I disagree that someone has to decide at an early age what to be, just to be successful in the future. I hope you agree with me also.



Anchor Paper 14—Score Point 5

The student takes a position (*I disagree...knowing what you want to do may make things easier, but there are so many choices...I have a few ideas...but that may change*). The response provides appropriate examples and details from both passages to support and develop not only the position but a clear connection as well (*As you can see both these stories have things in common. Hisako and Allen both changed their minds...Hisako used her money for better good, and Allen helped a slave instead of going fishing. They both did good deeds*).

Anchor Paper 15—Score Point 5

Seeds

I don't agree that to be successful you should know at an early age what we are going to do when we get older. It's not what we decide to be when we're young that makes us successful. It's these ~~ids~~ ^{ids} that are planted in our lives. The things your parents teach you when you're young can help you in choosing what you want to be.

Here are some examples from story one. In Hisako, The Girl Who Would Be Beautiful, her mother & sister taught her that beauty was one of the most important things. Knowing this Hisako thrived to be beautiful. She soon figured out that true beauty has nothing to do with how pretty your face is, beauty comes from the inside. What you do for others is what makes you truly beautiful. This helped Hisako decide what she wants to do. She doesn't know exactly what to do, but she does know that she wants to help people.

Here are some more examples from story two. In Conductor on the Underground Railroad, Allen's family were quakers. They helped runaway slaves & taught their children that everyone was equal & one person was just as important as another. After Allen's first rescue mission, he didn't know it, but a seed was planted in his life to be someone who helps others & cares for them when no one else will.

As you can see, deciding at a young age what you want to be when you're older is not what will make you

successful. It's the things you are taught at an early age. The seeds that are planted in your life when you're young are what matter. The soil does not decide what it is going to grow. That depends on what the gardener plants.

Anchor Paper 15—Score Point 5

This response includes a clear, as well as unique, position (*I don't agree . . . It's not what we decide to be when we're young that makes us successful. It's the seeds that are planted in our lives*). The student makes meaningful use of ideas from both passages to support the "seeds" metaphor as well as making the connection that in both stories Hisako and Allen helped people/others.

Anchor Paper 16—Score Point 6

To Be Successful

How old are you? I am thirteen and to be perfectly honest, I have no idea whatsoever of what I want to do in life.

Some people believe that to be successful, we should know exactly what we want to do in life at a very early age. I disagree with this. I do not know what I am going to do later on in life, but I do plan on being successful. This is why I disagree with the opinion that we must know what we want to do in life at a very early age to be successful.

First, in a story called "Hisako, the Girl who would be Beautiful," a young girl named Hisako dreamed of being beautiful. She attempted to do many things that she thought would make her beautiful. For each attempt, her father would give her money to buy the things she needed for that attempt. However, each time Hisako went to buy the things she needed, she saw someone who needed the money more than she did, so she gave them the money. Nowhere in the story does it say anything about what Hisako wanted to do in life. In my opinion, though, helping others the way Hisako did is an extremely important part in being successful. I feel that although she didn't know what she wanted to do with her life, Hisako's kindness and generosity will lead her to a very successful life.

Next, in another story called "Conductor on the Underground Railroad," an eleven year-old boy named Allen Jay helped free a slave through the Underground Railroad. He worked hard, and eventually it payed off. The slave he helped, Henry James, eventually ended up in Canada as a free man. At Allen's age of eleven, he too had no idea of what he wanted to do in

life. However, he later ended up as a successful minister, teacher, and well-known speaker.

As you can see, in both "Hisako, the Girl who would be Beautiful" and "The Conductor on the Underground Railroad," young children prove to be successful, although they do not have plans for their future life. Allen became a successful teacher, minister, and speaker, and I am almost positive that Hisako will be a success because of her caring for others. Also, both stories contained young people having a mission. Both succeeded. Hisako became beautiful and Allen freed the slave. This also proves that although they do not know what they are going to do with their life, Hisako and Allen will be successful.

In conclusion, both stories prove that the opinion, "to be successful, we should know exactly what we want to do in life at a very early age" is wrong. Just like me, Hisako and Allen had no idea what they wanted to do with their life, however, both prove to be extremely successful. I think that if we put our heart and mind to it, we can do anything. This is why I disagree with the opinion that to be successful, we must know what we want to do in life at a very early age.

Anchor Paper 16—Score Point 6

In this response, the student takes a position (*I disagree with this*) and thoroughly develops it with multiple examples, details and important ideas from both passages. In addition, a connection is made that is also developed with multiple examples (*Allen became a successful teacher, minister, and speaker . . . Hisako's kindness and generosity will lead her to a very successful life*) as well as (*Also, both stories contained young people having a mission. Both succeeded. Hisako became beautiful and Allen freed the slave*).